



United States  
Office of Personnel Management

# **Grade-Level Guides For Classifying Investigator Positions**

## **GS-1810/1811**

### **Additional Available Guidance**

See [Digest of Significant Classification Decisions & Opinions, Vol. 2](#) for guidance on determining a representative work cycle, and [Vol. 4](#) for guidance on distinguishing between GS-1811 and GS-0083 series.

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# Grade Level Guides for Classifying Investigator Positions

GS-1810/GS-1811

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## **SERIES DEFINITION**

### **GENERAL INVESTIGATING SERIES, GS-1810**

This series includes positions that involve planning and conducting investigations covering the character, practices, suitability or qualifications of persons or organizations seeking, claiming, or receiving Federal benefits, permits, or employment when the results of the investigation are used to make or invoke administrative judgments, sanctions, or penalties. These positions require primarily a knowledge of investigative techniques and a knowledge of the laws, rules, regulations and objectives of the employing agency; skill in interviewing, following leads, researching records, and preparing reports; and the ability to elicit information helpful to the investigation from persons in all walks of life.

### **CRIMINAL INVESTIGATING SERIES, GS-1811**

This series includes positions that involve planning and conducting investigations relating to alleged or suspected violations of criminal laws. These positions require primarily a knowledge of investigative techniques and a knowledge of the laws of evidence, the rules of criminal procedure, and precedent court decisions concerning admissibility of evidence, constitutional rights, search and seizure and related issues; the ability to recognize, develop and present evidence that reconstructs events, sequences, and time elements, and establishes relationships, responsibilities, legal liabilities, conflicts of interest, in a manner that meets requirements for presentation in various legal hearings and court proceedings; and skill in applying the techniques required in performing such duties as maintaining surveillance, performing undercover work, and advising and assisting the U.S. Attorney in and out of court.

## **EXCLUSIONS**

The following occupations are excluded from these series:

1. Positions concerned with safeguarding information or material affecting national defense and national security from unauthorized disclosure or sabotage. See the [Security Administration Series, GS-0080](#).
2. Positions involving a range of law enforcement activities, such as serving civil writs and criminal warrants, tracing and arresting wanted persons, seizing and disposing of property under court orders, and other similar duties that require the ability to find and identify wanted persons or property, a knowledge of court procedures, and a basic knowledge of business records and practices. See the [United States Marshal Series, GS-0082](#).
3. Positions that involve performing or supervising law enforcement work in the protection of life, property, and civil rights of individuals. Such positions involve the prevention, detection, and investigation of accidents and crimes. Law enforcement positions involve conducting short-term investigations to determine the immediate circumstances of a suspected violation in

order to make an immediate decision that there may or may not be a basis for arrest or questioning. See the [Police Series, GS-0083](#). (See [Digest 4](#) for additional guidance.)

3. Positions involved in law enforcement work connected with detecting and preventing the smuggling or illegal entry of aliens into the United States, detecting and apprehending aliens who have violated the conditions under which they entered the United States, or who are falsely claiming United States citizenship. This work involves the application of basic investigative techniques to the solution of immediate problems in locating and identifying suspects. See the [Border Patrol Agent Series, GS-1896](#).
4. Positions concerned with the enforcement of Federal labor laws regarding wages, hours, and working conditions. Such positions involve the performance of investigative, advisory, evaluative, and other similar duties and require a knowledge of laws, regulations, and orders relating to wages, hours, overtime pay, equal pay, safety, and health. In addition to investigative work, such positions involve negotiating with employers to bring about compliance with laws and regulations on hours and pay. See the [Wage-Hour Law Enforcement Series, GS-1813](#).

## **DISTINCTIONS BETWEEN INVESTIGATING AND OTHER OCCUPATIONS**

Although all Federal investigators factfind and report, not all positions that involve factfinding and reporting are classified as investigators. Investigator positions are those that involve cases whose development requires application of the full range of knowledges, skills, and abilities described in this standard. Typically, this full range of knowledges, skills, and abilities is called into use only in the development of cases that are so complex that they normally unfold over a period of time, i.e., days, weeks or months. Thus, investigator positions covered by this standard are distinguished from certain law enforcement occupations that require incumbents to use some investigative techniques, e.g., interviewing, or records checking in on-the-spot or short-term situations that end, for the law enforcement officers in those occupations, with the arrest or detention of the suspect.

Other occupations outside the law enforcement field involve some aspects of investigating work, but do not require their incumbents to apply the full range of investigator knowledges, skills, and techniques described in this standard. This is particularly true of certain subject-matter positions that involve fact-finding and reporting. For example, accountants perform factfinding and reporting within their area of specialization. Their primary objective is to discover and solve accounting problems.

On the other hand, to the investigator, subject-matter knowledge, e. g., accounting or law, is secondary to the primary investigator knowledges, skills, and abilities. There may, however, be some instances in which an investigator might be unable to apply his broad investigative knowledges if his subject-matter knowledges were not of a sufficient level to cope with the complexities of, for example, an accounting or legal case.

## **DISTINCTIONS BETWEEN GENERAL AND CRIMINAL INVESTIGATING OCCUPATIONS**

All Federal investigators perform factfinding and reporting duties on assignments that normally unfold over a period of time. The key distinctions between the general and criminal investigating occupations lie in the different kinds of investigations performed by each and the different knowledges, skills, and abilities those different kinds of investigations impose.

### *General Investigating Series, GS-1810*

Investigations in this occupation result in civil or administrative actions, judgments, sanctions, or decisions. For example, employees in this occupation investigate individuals or organizations seeking or receiving benefits, licenses, loans or employment from the Federal Government or otherwise involved in civil matters of concern to Federal agencies, such as claims, loans or loan guarantees, insurance, malpractice suits, guardianship and custody matters, pensions, etc. This work requires a knowledge of the laws, rules and regulations of the employing agency, skill in interviewing, following leads researching records, and reconstructing events, and the ability to prepare reports of findings.

### *Criminal Investigating Series, GS-1811*

Positions in this occupation are concerned with investigations of alleged or suspected violations against the laws of the United States. This work requires, in addition to the knowledges, skills, and abilities described for the General Investigating Series, GS-1810, a knowledge of the criminal laws and Federal rules of procedure which apply to cases involving crimes against the United States, for example:

- Knowledge of what constitutes a crime or violation as defined in pertinent statutes, including the Uniform Code of Military Justice, and statutes with anti-fraud or similar criminal penalties; The kind of evidence that is required to prove that a crime was committed;
- The relationships among the criminal investigative jurisdictions of various agencies;
- Decisions and precedent cases involving:
  - o admissibility of evidence
  - o search and seizure
  - o arrest authority
- Sources of information, i.e., informants, and methods of obtaining required evidence;
- The methods and patterns of criminal operations;
- Availability and use of modern detection devices and laboratory services;
- Awareness of continuing advances in investigative technology.

The purpose of the case, i.e., alleged or suspected violation of criminal law, imposes additional requirements on most positions in the Criminal Investigating Series, GS-1811. For example, most criminal investigators must be skillful in such activities as:

- Maintaining surveillances;
- Performing undercover work;
- Making arrests;
- Taking part in raids.

There are also instances in which investigators follow leads that indicate a crime will be committed rather than begin an investigation after a crime has been committed.

## **OCCUPATIONAL INFORMATION**

### *Investigative techniques*

While there is a wide range of work assignments and the corresponding variations in agency programs, investigators throughout the Federal service have in common the application of a number of techniques, such as:

- Interviewing or interrogating suspects and witnesses;
- Searching for physical or documentary evidence or clues;
- Using evidence to substantiate findings or conclusions;
- Examining records to detect links in a chain of evidence or information;
- Using cameras and photostatic machines to record evidence and documents;
- Doing undercover work assignments;
- Developing and using informants to get leads to information;
- Maintaining surveillances;
- Preparing reports of investigations.

Not all Federal investigators use all of the above techniques all of the time. Some investigators use special techniques that are not included in the above list, e.g., various electronic and infrared detection devices.

### *Definition of a case*

The techniques outlined above are applied by investigators in performing assignments that are sufficiently complex as to normally require a period of days, weeks, and sometimes months to complete. Such assignments typically involve:

- Analyzing the request, complaint or allegation to identify the issues involved and the types of evidence that will be needed in each case;
- Determining the scope, timing and direction of the investigation;

- Gathering facts through such methods as interview, observation, interrogation, contacting informants, and analyzing records to establish facts or obtain evidence;
- Recognizing, exploring and exploiting leads to information and evidence;
- Verifying information obtained to establish accuracy and authenticity of facts or evidence;
- Recognizing the need for prompt reporting of critical information to other offices and agencies as the exigencies of any given situation may require;
- Presenting findings in clear, logical, impartial, and properly documented reports.

The specific techniques applied and the functions performed by investigators differ with agency missions. Thus, the techniques and knowledges applied by the undercover narcotics agent are different from the techniques and knowledges applied by the investigator seeking information regarding the suitability of a person for employment in a position of trust, and these, in turn, differ from those applied by the investigator examining tax records in search of evidence indicating intent to defraud. Nonetheless, functions common to investigators in different agencies are to find facts through application of sound investigative processes and to support those facts in reports that serve the needs of interested officials in the legislative, executive or judicial branches of the Government.

In addition to his work on cases assigned to him individually, an investigator, at any grade level, from time to time, works on particular investigative tasks associated with cases that are assigned to other investigators. Similarly, from time to time, an investigator may lead or coordinate the work of other investigators who are temporarily assigned to work on the cases for which he has the primary responsibility. These situations occur especially when --

- an investigator temporarily needs more manpower to bring an assignment to a swift conclusion, e.g., when he must set up and maintain surveillance in several places on a 24-hour basis, or when he must track down a large number of separate leads in a short time span.
- an investigation that is centered in one geographic area involves issues that require inquiries in other geographic areas.

These temporary conditions are a normal part of completing investigative assignments and have no particular impact with respect to determining the grade level of an investigator's position. Nor is there a particular relationship between the grade level of the investigator who has primary responsibility for a case and the grade levels of other investigators who are temporarily called upon to assist him with particular investigative tasks. In classifying investigative positions, it is particularly important, because of the variety of tasks and assignments normally carried out by an investigator, to consider the work assignments that are typical and representative of the cases for which he has primary responsibility over a period of time. (See [Digest 2](#) for guidance on determining a representative period.)

#### *Variations within the basic function*

The specific duties and techniques characteristic of individual assignments differ to some extent from agency to agency and case to case. To illustrate, the investigator who is on an undercover



assignment today, may check the records of legitimate wholesalers tomorrow. Similarly, the investigator checking such records today, may be assigned to undercover work tomorrow.

In addition to the actual conduct of investigations requiring application of the full range of investigative knowledges, skills and techniques, there are certain other tasks that investigators may be called upon to do. Such tasks are characteristic of work in other law enforcement occupations as well. Examples of these tasks include:

- Testifying before grand juries;
- Working with the Office of the U. S. Attorney in and out of court;
- Serving subpoenas or other official papers;
- Obtaining and using search and arrest warrants;
- Serving on a full-time, detail, or rotational basis on protection assignments;
- Carrying firearms and making arrests.

The fact that an investigator may perform such tasks does not mean that all persons who perform them are investigators. Rather, the total context of a position must be taken into account by comparison with the series definition, occupational information, and grade-level criteria of the appropriate standard. This is in accordance with the principle that a position as a whole must be considered before arriving at a proper series and grade level. This is necessary because the value of an individual task should not be considered out of context. The value of one individual task may, for example, be different from the total grade-level value of the position as a whole.

### *Influence of environmental and legal factors*

One key to success in investigative work is getting people to cooperate and to provide information and assistance to investigators. Investigators rely very heavily on securing the confidence, good will, and cooperation of others-witnesses, informants, and persons under investigation. The investigator must be respectful of the rights of all persons involved in each investigation, including the right to privacy, all forms of civil rights, the right to be treated fairly and impartially and with dignity. His positive concern for protecting such rights is vital to building the public's respect for law and their willingness to cooperate with investigative programs.

During the past few years, the work of the investigator has been influenced considerably by a number of legal and environmental factors. Some, of these factors are:

- The growing size and diversity of metropolitan communities; and the increasing crowding of urban areas;
- The polarization of public attitudes with regard to law enforcement and investigative activities; and the fact that the investigator must perform assignments' in areas where people are hostile toward law enforcement;
- The changing age composition of the population in terms of the high percentage of crimes committed by young people, i.e., ages 1-4;

- The changing policies of prosecuting officials, the courts and administrative bodies;
- The greater opportunities to commit crime in an affluent society;
- The increasing sophistication and complexity of mechanical, electronic, and scientific devices used by investigators and others;
- The increasing tendency for disaffected groups to express their views through organized violence and confrontations with law enforcement forces;
- The major court decisions, e.g., in such areas as search and seizure and the rights of accused persons.<sup>1</sup>

The work of the investigator requires the highest standards of knowledge, conduct, methodology and discipline, and the highest dedication to concepts of public service, impartial justice, and protection of the rights of individuals in a democratic society.

The above considerations have had an influence on the Federal investigator in terms of:

- The need for individual investigators to be aware of the involvement of organized crime in legitimate affairs;
- The increased necessity for coordination and cooperation with other Federal, State and local investigative and law enforcement agencies to avoid duplication of efforts and to enhance the effectiveness of each agency;
- The need for heightened sensitivity imposed on the investigator by newer kinds of offenders or subjects of investigations, e.g.:
  - o Persons motivated more by passion, i.e., fanatical belief in political, economic, or social reform are different in kind from those motivated by the prospect of financial gain or advancement.
- The requirement for greater awareness of the wider implications of each act taken by the investigator, e.g.:
  - o Every kind of action must be viewed as the potential basis for a court decision.
  - o Because of the news worthiness of investigations, nearly any investigation involves a potential for focusing substantial attention on and reflecting on the investigative efforts of the Federal Government.
- The potential impact of actions taken by the investigator.
  - o Action taken against a person who is a prominent leader in an active social group in one city could have repercussions in other cities.
- The greater complexity of techniques and technical equipment he must know how to use, e.g.:
  - o Laboratory findings
  - o Electronic devices
  - o Legal advice and rulings pertaining to the use of such items.

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<sup>1</sup> It is recognized that there have been and will continue to be many court decisions that influence the manner in which investigativework is carried out and investigative techniques applied. For thisreason, no purpose would he served in attempting to keep an up-to-date list of pertinent court decisions in this standard.

## TITLES

### *Nonsupervisory positions*

Two basic titles are authorized for nonsupervisory positions covered by this standard:

- *Investigator*
  - o For positions that meet the definition of the General Investigating Series GS-1810
- *Criminal Investigator*
  - o For positions that meet the definition of the Criminal Investigating Series GS-1811

### *Supervisory positions*

Positions that meet the criteria defined in the [Supervisory Grade-Evaluation Guide](#) are titled, as appropriate:

- Supervisory Investigator
- Supervisory Criminal Investigator

## CLASSIFICATION CRITERIA

The two factors that are used to distinguish between grade levels in these occupations are Complexity of Assignments and Level of Responsibility.

### *Complexity of assignments*

This factor measures the scope, complexity, and sensitivity of investigative assignments, including such elements as:

- the levels of difficulty involved in resolving conflicting facts or evidence;
- the difficulty and complexity imposed by the subjects of investigations;
- the nature of separate investigative matters that grow from the original assignments;
- the skill required to establish facts and evidence in assigned cases;
- the sensitivity of assignments;
- the jurisdictional problems involved in case assignments.

Assignment patterns range from basic training in laws and investigative procedures and techniques; to difficult investigations involving conflicts in facts; to extremely complex and sensitive investigations involving extensive conspiracies.

### *Level of responsibility*

This factor measures the kind and extent of supervision that is given to investigators and the degree of resourcefulness required in finding and verifying information pertinent to cases assigned. Responsibility patterns range from training situations in which the investigator receives

detailed, step-by-step supervision on assignments that require limited probing for information, to situations in which he independently develops complex cases requiring highly sophisticated inquiries into matters that tend to break new ground in the investigative field.

## **KNOWLEDGES, SKILLS, AND ABILITIES REQUIRED**

The work of the investigator in the General Investigating Series GS-1810 focuses on investigating such matters as the character, practices, suitability or qualifications of persons or organizations seeking, claiming, or receiving Federal benefits, permits or employment. This work requires primarily a knowledge of the civil and administrative aspects of law and the application of such investigative skills and techniques as those investigations require.

Investigators in the Criminal Investigating Series GS-1811 focus on investigating alleged or suspected violations of criminal law. This work requires primarily a knowledge of the laws of evidence, the rules of criminal procedure, precedent court decisions and the like, and the application of such investigative techniques, e.g., maintaining surveillances, performing undercover work, as those investigations require.

The following listing identifies the kinds of knowledges, skills, and abilities applied in the different kinds of investigations work. In light of the preceding paragraphs, certain items listed are primarily applicable to positions in the Criminal Investigating Series GS-1811, while others' are common to both occupations.

### *Knowledge required of:*

- Basic principles and techniques of investigating;
- Rules of evidence;
- Functions and jurisdictions of other Federal, State, and local agencies;
- Prohibited matters and guides concerning invasion of privacy;
- Scope, application and interpretation of the specific laws and regulations relating to the investigative jurisdiction of the agency;
- Objectives of various types of investigations, including specialized factor coverage requirements;
- Laws and decisions relating to search, seizure, and arrest;
- Decisions relating to national security;
- Subversive organizations and their methods of operation;
- Current internal security problems;
- Specialized industrial, commercial, or agency accounting or recordkeeping practices;
- Operation and scope of laws of foreign governments as they relate to cases within the agency's jurisdiction;
- Specialized investigative devices and equipment;
- Resources and uses of technical laboratories;

- Relationships between Federal agencies and the need to share information with them or with other governmental jurisdictions that have primary responsibility for particular kinds of cases.

*Skill required in:*

- Conducting interviews and interrogations;
- Recognizing, exploring and exploiting leads;
- Recognizing, collecting, and preserving physical evidence;
- Detecting discrepancies in information;
- Distinguishing between relevant and irrelevant information or evidence;
- Developing and using specialized investigative techniques, devices and procedures;
- Carrying out undercover work assignments;
- Maintaining surveillances;
- Dealing with emergency situations;
- Subduing persons and defending oneself, associates, and others;
- Using firearms;
- Preparing reports.

*Ability required to:*

- Plan, organize, and conduct investigations;
- Adapt investigative methods, techniques and procedures to specific situations;
- Observe and record facts about persons, objects and events;
- Make thorough and complete investigations;
- Distinguish between conclusions and facts;
- Report facts accurately in a concise, logical and objective manner;
- Evaluate reliability and credibility of statements and witnesses;
- Deal effectively with others and gain their confidence and cooperation;
- Make positive decisions;
- Testify in legal, quasi-legal or administrative proceedings;
- Understand and analyze business, commercial, industrial and agency records;
- Discover and recognize evidence of crimes and violations;
- Anticipate and respond appropriately to violent actions;
- Analyze, interpret, and evaluate information obtained;
- Function effectively under stress.

*Other qualities:*

- Loyalty to the United States and its democratic institutions;
- Integrity;
- Impartiality;
- Objectivity;
- Emotional and mental stability;
- Sound judgment;
- Physical stamina;
- Initiative;

- Resourcefulness;
- Discretion;
- Alertness;
- Adaptability;
- Thoroughness;
- Physical and moral courage;
- Capacity for effective public relations.

## NOTES TO USERS

### 1. *Nature of assignments*

The nature of investigative assignments normally requires an extended period of time, i.e., days, weeks, or months for their completion. Positions involving assignments that are completed primarily by detecting, apprehending, and interrogating suspects, and that are typically completed within short-time periods are not classified on the basis of the criteria in this standard. Such assignments may require use of some investigative techniques but typically do not involve the full range of investigator techniques and functions that the grade-level criteria in this standard contemplate.

### 2. *Range of grade levels described*

This standard describes grade levels GS-5 through GS-13. There may be a small proportion of nonsupervisory investigative positions that warrant classification above the GS-13 level, based on duties and responsibilities that clearly exceed that level. These positions are likely to be so highly individualized that the establishment of specific criteria to evaluate them is not practicable. However, such positions can be evaluated by comparison with the grade-level criteria in this standard and in related standards.

Individual positions that may warrant consideration for classification at grades about GS-13 may involve responsibility for planning and leading the investigation of, for example, widescale conspiracies aimed at overthrow of the established order, plans to assassinate key members of the Government, financial conspiracies involving conglomerates and foreign bank accounts and the like. Other individual positions may warrant evaluation to higher grade levels because the investigator has been delegated authority of such broad nature for planning and conducting exceptionally complex and large-scale investigations that his responsibility clearly and substantially exceeds that described at the GS-13 level.

### 3. *Use of examples in the standard*

Positions in the investigative occupations are located in many kinds of agency programs, each of which has a distinct emphasis since it was designed to serve the needs of a particular agency. The grade-level criteria in this standard were developed to be useful for positions in these many organizational patterns. The examples in the grade-level criteria were chosen, insofar as possible,

to cover the more typical situations, large numbers of positions, and to be recognizable and meaningful across agency lines. No attempt has been made to describe the many possible combinations of duties and responsibilities. Some work situations may have patterns of assignments or of delegations of responsibility that differ from the examples given in this standard. In such cases, the appropriate grade level must be determined by use of sound classification judgment in making comparisons with the discussions of grade-level characteristics and examples.

The examples of work included at each level are intended only to be illustrative of the concept of the grade level. Thus, in applying this standard, the evaluation of individual positions requires careful attention to both similarities and differences in the nature and scope of work assignments, delegations of authority and the organizational and program setting of the position under review.

The presence or absence of an example of work at a given grade level should not be interpreted as a floor or ceiling on the grade level of a particular kind of position. In applying the standard, reliance should be primarily placed on the overall characteristics of each grade level, rather than on a specific example. For instance, there are examples of non-criminal investigatory work at grade GS-11. There are a few situations in which non-criminal investigators may be regularly performing work which clearly and substantially exceeds the GS-11 level. However, such examples of work are not spelled out at grade GS-12 because the positions are too individualized or few in number to warrant inclusion in the standard. These positions are to be evaluated by comparison with the grade-level discussions in this standard, by analogy with the examples of investigatory work described at grade GS-12, and by application of general classification principles.

#### *4. The information gathering function*

Some agencies have specific information-gathering and information- interpreting missions. In view of this and for the purposes of planning and allocating investigative and law enforcement resources, agencies need to have reliable information on such subjects as trends in illegal operations or activities and plans of groups and key individuals that may affect the work of the agency. Hence, some investigators work on gathering information that does not relate to particular individual case assignments leading to prosecution. The purpose of such information-gathering is to detect trends, plan programs, or accumulate information and knowledge for future cases or for other use in a specific program of the agency involved.

Although there is a difference in purpose between an investigative case and this information gathering function, the techniques used, e. g., surveillance, interview, undercover work, etc., are much the same in both situations. The ranges of complexity are usually similar. Thus, the grade-level criteria in this standard, although developed primarily for investigative work on cases, can be adapted and used for the evaluation of such information gathering assignments.

#### *5. Mixed positions*

Same investigator positions regularly involve both non-criminal and criminal cases. The series determination of such positions should be made in accordance with section II. E. of the [General Introduction, Background, and Instructions to the Position Classification Standards](#).

#### *6. The element of danger*

Danger is an inherent element in the nature of criminal investigatory work and must be taken into account by the investigator in the planning, factfinding and closing stages of a case. Dangerous assignments may include, for example, undercover and surveillance activities, participating in raids, subduing persons with violent tendencies, and other activities that could result in exposure to gunfire, other types of attack or injury, or death. Such considerations have been taken into account in developing the grade-level criteria for this standard. Typical dangers are described under "Complexity of assignments" at the various grade levels. Such examples are, however, not intended to be all inclusive or limited to any particular grade level.



## **GRADE LEVELS**

### **INVESTIGATOR, GS-05 CRIMINAL INVESTIGATOR, GS-05**

#### *Complexity of assignments*

The GS-5 investigator is trained in preparation for performing work of higher levels. He receives formal training designed to instruct him in such matters as:

- The laws and regulations enforced or applied by his agency;
- The use of investigative techniques available to Federal investigators;
- The rules of evidence that are applicable in criminal and non-criminal court cases;
- Court decisions that set precedents in guiding the work of investigators;
- Preparation of reports;
- Investigative procedures applicable to the work of his agency;
- The use of firearms, as appropriate.

The GS-5 investigator works with higher grade investigators primarily as an observer in the beginning stages of his employment. As the GS-6 investigator develops experience, he performs selected basic investigative duties, e.g., interviews and records searches, which equip him to handle investigative assignments at higher levels independently.

#### *Level of responsibility*

The GS-5 trainee works under immediate supervision that includes instruction for each phase of his training assignments. He receives detailed instructions pertaining to his assignments and to problems that arise during the performance of the work. He receives guidance and instructions on the objectives of his agency and he applies basic investigative techniques and procedures as he learns them.

### **INVESTIGATOR, GS-07 CRIMINAL INVESTIGATOR, GS-07**

#### *Complexity of assignments*

Grade GS-7 is essentially an advanced training level in the investigative occupations. After his formal training, the GS-7 investigator works with higher grade investigators in performing segments of investigations. Characteristic of grade GS-7 duties are the following:

- Observation of higher grade investigators during various phases of investigative work assignments;

- Study of assigned material pertinent to cases;
- Interviewing employees, officials in and out of Government, and others for the purpose of verifying facts and obtaining specific pieces of information;
- Securing signed statements, affidavits and documentary evidence to be included in reports or case records;
- Interviewing witnesses and other persons, both informally and at formally recorded conferences.

Grade GS-7 assignments are routine in the beginning, but as the trainee gains knowledge of the work, his work approaches the level of complexity of grade GS-9 investigative assignments.

#### *Level of responsibility*

The GS-7 investigator receives detailed instructions with assignments at the beginning of his training period. The amount of supervision and guidance gradually diminishes as the investigator acquires greater experience. After careful instruction by the supervisor, the GS-7 investigator independently carries out specific tasks, such as conducting particular interviews and writing reports of them to be included in case records; searching birth and death records to establish relationships between persons, or other tasks. The employee's completed work is reviewed to assess the investigator's progress, to determine the need for additional instruction, and to evaluate the technical accuracy and adequacy of his work.

## **INVESTIGATOR, GS-09 CRIMINAL INVESTIGATOR, GS-09**

#### *Complexity of assignments*

Grade GS-9 is distinguished from grade GS-7 primarily in that the grade GS-7 investigator is an advanced trainee who works on segments of assignments but who rarely is assigned a complete investigation. Grade GS-9, however, is a full working level. The GS-9 investigator characteristically performs the full range of investigative functions on assigned cases or portions of cases, from planning through factfinding to reporting the results of his investigations.

Assignments at the GS-9 level typically involve subjects on which information is readily available, cases that involve straightforward issues or persons that are not controversial; and routine exchanges of factual information with other agencies. These characteristics are further illustrated in the paragraphs below:

- The subjects of investigations at this level are usually persons whose activities have raised no particular issues and whose careers or normal activities are not likely to be adversely affected by an investigation, e.g., wage earner, small businessman, or applicants for employment or contracts with the Federal Government.

- Few or no controversial issues or separate investigative matters grow from the original assignment, i.e., the assignment begins and ends with that subject, for example:
  - o The subject is an applicant for a license to transact business with or for the Federal Government.
    - The investigation discloses that the applicant has no alleged or actual illegal connections or practices in his background that require additional or separate investigation.
  - o The subject is a retailer who owns and operates a one or two-man retail business.
    - His records are routinely checked for compliance with tax, drug, firearms, explosives or similar laws and regulations.
    - His history of compliance is good, and the investigation reveals no illegal or irregular transactions that require additional or separate investigation.
    - Facts are relatively easy to find, e.g., through readily accessible records, bank accounts, or other documents such as birth and marriage certificates. The interrelationship of facts is readily apparent, e.g., the subject has always used the same name, worked at the same occupation or at closely related occupations, and his references and associates relate approximately the same favorable view of his character, habits, and way of life.
    - The investigation rarely involves delicate issues, e.g., there is little real or potential interest on the part of the news media, organized groups, or the public.
    - The coordination required with other agencies and individuals involves primarily the willing exchange of factual information and testimony.

Undercover and surveillance work, when performed at this level, involve a few hours of such activity under close watch by other investigators; and the risk of discovery or danger is slight, e.g., posing briefly as a doorman or elevator operator in a hotel or as a taxi driver.

Protection assignments, when performed at this level, involve working as the junior member of a team at a fixed post of duty that is away from the principal person under protection and his proposed route of travel.

#### *Level of responsibility*

The GS-9 investigator has assistance available to him throughout the initial, interim, and concluding stages of his assignments. Typically, on assignments that are similar to those he has carried out before, the GS-9 investigator works independently in planning and conducting his work. On assignments that involve unfamiliar issues or unusual techniques, the supervisor gives the GS-9 investigator more direction and guidance at the outset, including advice on problems he may encounter.

The supervisor reviews the work completed by the GS-9 investigator for technical accuracy and adequacy and for compliance with operating instructions, guides, rules and regulations. Assignments at the GS-9 level typically involve clear-cut application of an investigator's operating

guidelines and instructions, e.g., manuals, handbooks, policy statements. The GS-9 investigator seeks advice when he encounters situations that require significant deviation from instructions and operating procedures.

The GS-9 investigator must have sufficient resourcefulness and judgment to recognize when he has interviewed enough witnesses and collected enough evidence to complete his case. This is distinguished from the grade GS-7 investigator who rarely works complete cases and who normally is carefully guided before, during, and after each investigative step he takes.

## **INVESTIGATOR, GS-11 CRIMINAL INVESTIGATOR, GS-11**

### *Complexity of assignments*

Grade GS-11 is distinguished from grade GS-9 primarily in: (1) the difficulty involved in resolving conflicts in facts or evidence; (2) the difficulty and complexity imposed by the subjects of the investigations; (3) the number of separate investigative matters that grow from original assignments; (4) the degree of skill required to establish the interrelationship of facts and evidence; (5) the sensitivity of assigned cases; and (6) the jurisdictional problems involved. Each element described above is illustrated in a separate paragraph below. For classification to the GS-11 level, a position should substantially meet the characteristics illustrated in most or all of the following paragraphs.

1. Grade GS-11 involves substantial difficulty in resolving conflicts in facts or evidence, e.g.:
  - At the GS-11 level, the cases typically involve conflicting testimony or evidence. For example, some -- but not all -- witnesses describe a person's unsuitable or illegal behavior; document or records searches reveal he has many unpaid bills or a false birth or marriage certificate. Other witnesses and records depict the individual and his actions as entirely normal and legal. The GS-11 investigator must have the resourcefulness and initiative to continue to develop information on such issues through further factfinding until he has enough evidence to support a legal or administrative decision within criteria established by applicable laws, rules or regulations.
2. The subject of a GS-11 investigation normally involves the degree of complexity illustrated by one or more of the examples provided below:
  - A subject suspected of gambling, dope-pushing, counterfeiting or similar illegal activity who operates independently or on the fringe of organized crime. The complexity and scope of the subject's activity are indicated by the fact that he owns and operates his own manufacturing, distribution and transportation facilities, and performs all the activities in question alone or with only one or two occasional helpers.
  - A partnership or closed corporation, or an enterprise of similar scope and complexity with a record-keeping system that facilitates concealing the diversion of goods or

- material. Such organizations are examined periodically for compliance with, for example, legislation controlling the use, sale, or possession of narcotics, alcohol, weapons, or explosives.
- An applicant for or recipient of Federal benefits, license, or employment with a questionable background, e.g., charges or documentary evidence of a narcotics, fraudulent, subversive or other nature that could be disqualifying.
3. Several separate investigative matters normally grow from the typical GS-11 investigative assignment, for example:
- Normally the GS-9 investigator closes the case, e.g., through arrest or report, on the user or pusher of illegal goods, fraudulent documents, or forged checks. In comparison, at the GS-11 level, typically the investigator independently develops the case more extensively through further interrogation, documentary search, surveillance, etc., with the objective of reaching a larger seller, distributor, or other indirectly related participants.
  - The GS-11 investigator normally develops evidence, e.g., statements or conflicting data in documents that the subject has questionable associates, habits, or behavior patterns that, in the investigator's judgment, must be resolved through additional questions, witnesses, or documentary research before the case assignment can be considered closed.
4. The nature of assignments at the GS-11 level requires considerable skill in establishing the interrelationship of facts or evidence, for example:
- Cases at this level typically involve development of facts or resolution of facts in the face of denials. For example, the subject of an investigation denies his association with a building that is used to store or manufacture illegal goods, and witnesses who have information on the matter are unavailable or remain silent.
  - The GS-11 investigator uncovers the fact, through interviews with check signers and records searches at banks and utility companies, for example, that utility bills for the building are paid by the suspect although the checks are drawn on the account of a relative, friend or associate.
  - The investigation initially discloses no obvious or tangible inconsistencies; nevertheless the investigator notes such subtle reactions as speech hesitation or a troubled facial expression on the part of a witness. He probes deeper and finds that the subject's pattern includes a combination of, for example, many unpaid bills, excessive absenteeism from his job, and erratic behavior. All of these may be relevant to determining the subject's unsuitability for the employment, license, or benefit he is seeking or receiving.
5. GS-11 assignments involve the degree of sensitivity illustrated by the following:

- The subject of an investigation is sufficiently prominent to create the potential for local publicity that could cause embarrassment to the agency and consternation in the community by casting suspicion on an otherwise respected individual.
  - The success of the investigation of illegal activities depends on not disclosing the fact of the investigation. Such disclosure would shut off the possibility of getting leads that are essential to establishing the violation.
6. GS-11 investigative assignments involve the degree of jurisdictional problems illustrated by the following example:
- An investigation of suspected drug violations develops evidence, e.g., through statements of witnesses, or observation of the suspect's behavior and associates, that the suspect is also involved in subversive activities that are the concern of another Federal agency. This calls for close coordination between the agencies concerned, and requires the GS-11 investigator to apply a good knowledge of how his agency's investigations program ties in with that of other programs, to exchange information effectively or otherwise cooperate in advancing investigations under other jurisdictions. Similarly, many situations, e.g., drug or weapons traffic, are Federal, State, and local violations and require the same degree of knowledge of and cooperation with State and local agencies.

Assignments at this level that involve undercover and surveillance work are more dangerous and extensive than undercover or surveillance assignments at the GS-9 level. At the GS-11 level, undercover assignments involve, for example, posing as a buyer of illegal goods, e.g., drugs, alcohol, guns, or counterfeit money, that will be used as evidence. This requires establishing a cover story and acquiring enough skill to pass as a person trained in a particular occupation, e. g., a truck driver. Discovery in situations characteristic of the GS-11 level could result in expulsion from the group, or abusive treatment.

Surveillance work at the GS-9 level involves, usually, manning one fixed post at a time and watching and reporting on one or two suspects. GS-11 surveillance assignments, by comparison, require observing the characteristics, habits and movements of a suspect and his associates over a period of time and at a number of locations in order to link all the persons involved in a suspected illegal activity.

While protection duties at the GS-9 level normally involve manning a fixed post at a point removed from the principal or his route, GS-11 protection assignments typically involve participation in advance surveys for visits to, for example, small towns. This typically involves orienting local law enforcement officers, interviewing hotel employees, and collaborating in planning routes of travel for the person to be protected.

*Level of responsibility*

The GS-11 investigator either receives assignments from his superiors or initiates them himself, e.g., from informant tips or leads on cases he is investigating. In the latter situation, he receives authorization from his superiors and some instructions on how to develop the case.

The GS-11 investigator is expected to develop and follow leads, e. g., moving from the suspect or subject to his associates, acquaintances, neighbors and fellow workers, without periodic supervisory guidance. If additional manpower is needed, e.g., for surveillances, extensive records checks, etc., the GS-11 investigator makes those arrangements through his superiors.

New points of law or regulations are explained to the GS-11 investigator. His completed work is reviewed for overall adequacy, accuracy, completeness, and accomplishment of objectives.

Investigators at the GS-11 level use more initiative and resourcefulness than at the GS-9 level. Because of conflicts in statements from witnesses, the GS-11 investigator develops more information to resolve the conflicts. The GS-11 investigator, moreover, must use more ingenuity to find witnesses who will admit to knowing the subject or suspect; and often when he finds them, they are more likely to be reluctant to talk because they dislike becoming involved, identify all investigators -- including those involved in civil matters -- as law enforcement officers, and are suspicious of law enforcement personnel.

Similarly, the records examined by the GS-9 investigator are generally available and reliable, e.g., dates of birth, amounts of money, family members, and business transactions check out against each other. Records examined by the GS-11 investigator are harder to find, so that the investigator must have the initiative and resourcefulness to reconstruct information from other sources, e.g., interviews with family members, employment agencies, classmates, etc., despite lack of cooperation from such individuals and organizations.

## **INVESTIGATOR, GS-12 CRIMINAL INVESTIGATOR, GS-12**

### *Complexity of assignments*

Grade GS-12 is distinguished from grade GS-11 primarily in: (1) the difficulty of working with fragmentary or cold evidence; (2) the difficulty or complexity imposed by the prominence or characteristics of the subjects investigated; (3) the substantial number of separate investigative matters that grow from original assignments; (4) the high degree of skill required to establish the interrelationships of fact and evidence; (5) the high degree of sensitivity that assigned cases involve; (6) the significant jurisdictional problems characteristic of assigned cases. For classification to the GS-12 level, a position should substantially meet most or all of the characteristics illustrated in the following paragraphs:

1. GS-12 level involves the degree of difficulty in obtaining, working with, and discretely handling facts or evidence as illustrated by the following:



- When several principals are involved in the investigation, suspicion of their relationship is aroused initially more by circumstantial evidence, e.g., word of mouth, tips, observations, than by directly verifiable evidence, e.g., paid bills, licenses, testimony, passports. Improper development and conduct of the investigation could cause significant repercussions, e.g., bring about public embarrassment of the several principals, or the agency head, or discredit the agency investigative program.
2. The subjects of the investigations conducted at the GS-12 level normally have the characteristics or prominence of one or more of the following illustrations which substantially increases the difficulty and/or complexity of the case over the typical GS-11 case assignment:
- A suspected or known racketeer, gambler, smuggler, etc., who is known through his associates, behavior, or background as a prominent figure in organized crime or subversion. This is distinguished from grade GS-11, where investigations center on persons who are underlings or operate on the fringes of organized crime, for example.
  - The principal or financial backer in an organization consisting of separate manufacturers, distributors and transporters of illegal goods, drugs, alcohol, counterfeit money, fraudulent documents, explosives, or weapons. Normally the separate parties do not know each other or the overall backer. This is distinguished from the GS-11 level, where investigations center on subjects who usually perform their own manufacturing, distributing, and transporting with the occasional help of one or two others.
  - A figure with financial interests overlapping several activities both legal and illegal, e.g., financial interests in a legitimate concern that are diverted and used to finance illegal activities.
  - The head of an organization involved in legitimate business, e.g., international commerce, an agency for employment of foreign domestics or servants, etc., who is suspected of fraudulent use of invoices, operating fraudulent marriage rings, etc. The activities are carried out under the cover of his legitimate organization, and the suspected violation requires assistance from several accomplices, e.g., attorneys or accountants who are them-selves in positions of public trust.
3. The extent that separate investigative matters grow from the original GS-12 assignment is reflected in the following illustration:
- The investigation begins with the pusher or passer of stolen or illegal goods, e.g., drugs, alcohol, counterfeit money, or fraudulent documents. Then, by piecing together bits of evidence from interviews, surveillances, documentary examinations, informants, etc., the investigator proceeds through the intermediate distributor, and eventually involves the manufacturer, backer, organizer, importer, etc. This is distinguished from the grade GS-11 investigator who begins with investigation of a first-line pusher or passer and works independently as far as, for example, a secondary pusher or distributor.



4. The degree of difficulty involved in establishing the relationships of facts or evidence at the GS-12 level is illustrated in the following examples:
  - The subject, who is suspected of engaging in major and complex criminal activities, is separated from the overt violation by a middleman or organization. This causes the investigator to use such techniques as surveillance, radio communication, toll-call checks, foot and tire imprints, trade or mold marks and other evidence such as scientific matching of soil, hair, and paint specimens to establish a direct link between the suspect and other violators. This differs from the GS-11 assignment that involves the use of similar techniques in less complex situations, e.g., the principal under investigation at grade GS-11 is more clearly and directly involved in criminal activities, e.g., he is observed at the scene of a crime or is seen associating with those against whom direct evidence is available. Thus, at grade GS-12, direct, relationships are more difficult to establish.
  - Ferreting out legal or administratively defensible testimony requires such techniques as, for example, pitting one violator, criminal, or witness against another or extensively checking the word of one against another, which imposes a need to verify and evaluate information with extreme care. The GS-12 level calls for more careful judgment and expert skill than the GS-11 about such aspects of investigative work as civil rights, invasion of privacy, entrapment, etc., in establishing facts and evidence because of the prominence of the subject or the importance of the case.
5. Investigative assignments at the GS-12 level involve the degree of sensitivity illustrated by the following examples:
  - The subject is so prominent that, after the first witness is interviewed, word of the interview precedes the investigator with the result that subsequent witnesses are evasive because of reluctance to or fear of becoming involved in giving information which witnesses view as having possibilities of exploding into an important Federal case.
  - The subject and his peers are very often the subject of major news media and, therefore, any investigation is likely to result in publicity that would to some degree cast suspicion on the reputation of the subject, or prejudice the investigator's case in court, or complicate subsequent administrative decisions.
6. Investigative assignments at the GS-12 level involve the degree of jurisdictional problems illustrated by the following examples:
  - The subjects are engaged in activities that are the concern of several local, county, State, and Federal agencies, e.g., drug use, traffic and smuggling, forgery, alleged subversion, etc. This involves a web of relationships that requires a more extensive knowledge of the laws, rules, policies, and practices of each of these jurisdictions than GS-11 cases typically involve because, for example, the GS-12 investigator often plans and times raids and surveillances that involve use of local law enforcement agencies.

Although such raids and surveillances are often coordinated through the GS-12 investigator's superiors (because of the manpower and equipment involved), the GS-12 investigator must be very knowledgeable to plan, time, and schedule such activities properly.

Undercover and surveillance assignments at the GS-12 level are much riskier and more difficult than assignments of those types at the GS-11 level. Undercover work at the GS-11 level, for example, involves a less complex cover story, e.g., posing as a truck driver without extensive identification papers, false name and history, etc. The GS-11 investigator penetrates loosely-knit groups, and discovery of his identity and purpose could result in expulsion or injury. At the GS-12 level, by comparison, undercover work involves a more elaborate cover story, e.g., posing as a member of a skilled trade with a false name, complete identification papers such as social security card and union membership, and a carefully worked out personal history that would withstand investigation by the group penetrated. At the GS-12 level the investigator works his way into closely-knit, highly Suspicious groups; and discovery could result in very serious injury or death.

Surveillance work at the GS-11 level involves observing a subject and his associates over a period of time in order to link all the persons involved in suspected illegal activities. Because GS-12 cases are more complex and wider in scope than those assigned at grade GS-11, surveillance work at the GS-12 level is more complex and wider in scope. For example, the GS-12 investigator plans and directs surveillance work that involves several investigators in separate places engaged in round-the-clock observation of various groups of suspects, all of whom are thought to be involved in related illegal activities. The GS-12 investigator makes such decisions as which suspects to follow when groups divide, which house or apartment of several to observe, and when to call off the surveillance.

#### *Level of responsibility*

The GS-12 investigator, like the GS-11 investigator, receives or generates his own case assignments. The GS-12 investigator receives few instructions on technical aspects of the work, but is given mostly policy guidance, e.g., information on understandings of jurisdictional problems being worked out among agencies, or the fact that this is one of the first of a particular type of case since a new court decision, or authorization to follow a case into another district or region, if necessary. Completed work is reviewed for accomplishment of overall objectives and adherence to policy.

The GS-12 investigator plans his case independently, working out arrangements with other jurisdictions, e.g., Federal, State and local as required, except in policy areas. For example, in setting up a joint raid involving Federal and local law enforcement agents, the GS-12 investigator is responsible for the planning and timing, but in coordinating the commitment of resources and manpower he must, of course, work through his superiors.

## **INVESTIGATOR, GS-13**

## CRIMINAL INVESTIGATOR, GS-13

### *Complexity of assignments*

Grade GS-13 is distinguished from grade GS-12 primarily in: (1) the extreme complexity and scope of assigned cases; (2) the interrelated activities that the subjects under investigation are involved in; (3) the wide number of separate investigative matters that grow from the original assignments; (4) the exceptional difficulty encountered in establishing the interrelationships of fact or evidence; (5) the extreme sensitivity of matters involved in assigned cases; (6) the extensive and critical jurisdictional problems involved in completing investigations. For classification to the grade GS-13 level, a position should substantially meet the characteristics illustrated by most or all of the following paragraphs:

1. The GS-13 level involves the extreme complexity and scope of assignments illustrated in one or more of the following paragraphs:
  - Assignments involve investigations of legal or illegal organizations that are very complex in structure with a large number of primary and subsidiary activities, e. g., several principals of organized crime or subversive groups that are officially recognized in law enforcement as national threats to the peace and stability of the nation. Investigations are of major interregional dimensions or are nationwide in origin or coverage with occasional international implications. There are typically indications of actual or potential threats or challenges to major segments of the national welfare or security. The results, effects, or consequences of investigations at the GS-13 level, to a major degree, constitute deterrents to crimes or violations, and may often influence changes in laws or future court actions.
  - The GS-13 investigator must piece together evidence that comes to him from other investigators stationed throughout several States or the nation. From this evidence he must recognize the suspect's pattern of operation in order to anticipate or even influence events as they unfold by instructing separate investigators or units of investigators working on segments of the case. This complicates the case because the investigator must at the same time avoid entrapment of the suspects, as at lower levels, but at grade GS-13 the suspects are more prominent and numerous and engage in more complex and serious activities. Similarly, the grade GS-13 investigator must be more aware of the implication of precedent court decisions over a broader area, I. e., in more judicial and law enforcement jurisdictions.
2. The subjects of cases at the GS-13 level are involved in the range and variety of interrelated activities that are reflected in one or more of the following paragraphs:
  - The subject is suspected of being a foreign agent who, with several associates, is planning acts extremely harmful to national security, e.g., theft of national defense documents for benefit of another government, or compromise of persons who have access to highly classified information concerning national defense.

- The organization under investigation has an extremely complex structure with diversified interests, e.g., the manufacture, distribution and sale of legal or illegal goods in a national market involving a complex network of widespread distribution and sales outlets.
3. In GS-13 level investigations, many separate investigative matters of great scope and complexity grow from the original assignment, as illustrated in one or more of the following paragraphs:
- The suspected violators are highly organized crime groups whose criminal activities are interwoven with legitimate business activities. For example, seemingly respectable construction firms have ostensibly legal contracts with States, and there is suspicion of bribery of State officials or fraud. The investigator develops leads from known criminal activities; he finds these leads cross over to legitimate businesses, and finally cast suspicion on seemingly respected legitimate political, business, or professions leaders.
  - GS-13 cases often unfold to involve large-scale raids and seizures throughout several States. This normally requires the GS-13 investigator to lead and coordinate several units of investigators from his own and other agencies in tracing leads and gathering information.
4. The interrelationship of fact and evidence is extremely difficult to establish in grade GS-13 assignments, as illustrated by the following:
- Subjects use fictitious names or are otherwise clearly separated from each other and from the illegal activities under investigation. They deal exclusively through subsidiaries and holding companies that engage in diversified mixtures of legal and illegal activities throughout wide sections of the country, e.g., several States.
  - The work of other investigators or teams of investigators that grade GS-13 investigators coordinate involves segments of the case that fully equate to cases described at the GS-12 level of difficulty.
5. Investigative assignments at the GS-13 level typically involve matters of extreme sensitivity, i.e., equivalent to one or more of the following illustrations:
- The investigation would receive sustained and widespread coverage in the major news media because of the prominence of the suspects or victims of the crime or threat if the investigation became public knowledge prematurely. The investigator must be extremely tactful and circumspect. Premature news coverage could, for example, severely hamper the speed of the investigators' progress and endanger lives of victims.
  - The suspects' financial involvements extend to enterprises that have a significant impact on the national economy, e.g., the transportation or banking industries.

- The suspects are principals in financial or other enterprises that reach into State and Federal affairs, e.g., through attempted bribery, fraud, collusion, or extortion of public officials.
6. Investigations at the GS-13 level involve extremely difficult, planning and coordination problems because of extensive jurisdictional problems involving other Federal, State, county, and local agencies, for example:
- Evidence may warn the GS-13 investigator that certain of his contacts in other jurisdictions are themselves involved in wide-scale criminal conspiracies, which requires the investigator to use such suspects in double or triple capacities, e.g., in getting and exchanging information without permitting such suspects to realize how they are being used.

In duties such as undercover, surveillance, and protection assignments at the GS-13 level, the investigator serves as a key person or coordinator in work involving extremely complex, delicate or dangerous elements. Undercover work, for example, requires penetration of close-knit groups over extended periods of time as at the GS-12 level. As compared with grade GS-12, however, in GS-13 undercover work the investigator serves as a key person on assignments having most or all of the characteristics discussed above. Discovery of such a key figure to the case while on undercover assignment could result not only in great injury or death to the investigator, but cut off information linking the evidence together and thus jeopardize or destroy a critical case that the Federal Government has been developing for months or years, involving a network of State, local, and other Federal agents and informers.

Protection assignments at the GS-13 level, involve leading and coordinating advance security surveys for the protection of principals who, because of their kind or level of position, are, for example, vital to the continuity of Government, and the national security, thus, receive this kind of advance protection before traveling or making public appearances. Such assignments require consulting in a lead capacity with high-ranking State, city, town and county officials, business and professional people, and officials of foreign governments. The GS-13 investigator, as a key person and team leader, has full responsibility for directing surveys and investigations for judging how and when to take decisive and immediate action on all factors that are vital to the protection of the principals, and for coordinating the operations of large police, military and other details. GS-12 investigators performing protection assignments would usually serve as team members in the context of this illustration; the GS-12 investigator may, however, be a team leader in a different setting.

#### *Level of responsibility*

GS-13 investigators receive assignments through program. discussions, e.g., conferences, or written directives that outline broad objectives, e.g., to stop smuggling of a particular commodity at a given port. After making a preliminary study of the assignment, the GS-13 investigator outlines the objectives and boundaries as he sees them, plans the resources he needs, and includes his plans for assuring coordination with other jurisdictions.

The GS-13 investigator receives more generalized instructions than the GS-12 investigator. Review of grade GS-13 work typically is in the form of discussions at certain critical points, e.g., the GS-13 investigator suggests commitment of resources in other domestic or foreign offices, and such suggestions are normally approved.

The recommendations made by the GS-13 investigator for extension, modification, or adoption of new lines of inquiry are normally accepted by his superiors, although his cases are typically so important and sensitive that his plans must be cleared by the very highest officials in his agency. This is similar to the way the GS-12 investigator works, but since cases at the GS-13 level are so much more complex, critical, and sensitive than those at grade GS-12, unexpected problems indicating new lines of inquiry are much more common at the GS-13 level.

Methods, techniques, and approaches to problems devised by the GS-13 investigator often set patterns for subsequent investigations in similar areas and often are adopted for use by investigators in lower grades. Investigations at the GS-13 level are planned and executed for the greatest possible deterrent impact. Thus, the GS-13 investigator is responsible for devising breakthroughs in investigative approaches, techniques, and policies, as well as for completing assigned cases.

An extremely high degree of originality and initiative is required of the GS-13 investigator because investigations involve inquiry into activities occurring in various locations throughout a wide area, e.g., several States; suspected violators typically retain the best legal or accounting advice available; and investigations assigned often establish important precedents. For example, GS-13 assignments may often be the first of a particular type of case to be investigated under a new provision of law, and the outcome may affect pending cases or influence the decision on such cases in the future.